

Threshfield Primary School Single Equality Scheme Action Plan 2014 – 2017

A cross identifies which statutory duty/equality legislation the planned action is meeting. R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief, CC = Community Cohesion							1. SHOWING COMMITMENT TO THE SCHEME					
R	D	G	S O	A	R/ B	CC	Outcome	Actions	Timescale	Who ?	Success Criteria	Monitored by
x	x	x	x	x	x	x	All staff are aware of the Single Equality scheme and have awareness of their responsibilities.	Raise awareness of Scheme at staff meetings and induction meetings.	Sept. 2015 & ongoing.	HT.	Training taken place.	HT's report to GB.
x	x	x	x	x	x	x	Stakeholders are aware of the Equality Plan.	Publish Equality Plan on website and in newsletters.	Annually	HT.	Governors and parents indicating an awareness of the Scheme.	HT's report to GB.
x	x	x	x	x	x	x	To ensure that the school's policies do not impact negatively upon different community groups.	To undertake a rolling programme of impact assessment as policies are being reviewed.	2014-2017	HT. Govs .	All policies have been reviewed and assessments made against risk.	HT's report to GB.
x	x	x	x	x	x	x	To ensure that diversity is promoted across the school, increasing pupils' awareness of different cultures and communities.	To continue replenishing the school with high quality resources addressing a range of issues.	On-going.	All staff	Resources positively reflect a diverse community.	Govs. Behaviour and Premises committee.
x	x	x	x	x	x	x	All visitors to school feel welcome.	Display multi-language "welcome" sign in reception area.	Summer 2015	Adm in.	As above.	Govs.

2. ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

R	D	G	S O	A	R/ B	CC	Outcome	Actions	Timescale	Who ?	Success Criteria	Monitored by
x	x	x					Monitor and analyse pupil achievement by race, gender and disability.	Act on any trends or patterns in the data that require additional support for pupils.	Annually	All staff	Annual audits indicate a range of diversity is promoted.	Govs. SID committee.
	x	x					Pupils able to work independently.	Learning resources in classrooms accessible to all.	On-going	All staff	Pupils less reliant on adults in class.	HT.
x	x	x	x	x	x	x	To ensure pupils have equal access and participation in extra-curricular activities.	Record and analyse which pupils participate in extra-curricular activities.	2014-2017	All staff	Pupils from vulnerable groups participate fully in wide range of activities.	Govs. Behaviour and Premises committee.
x	x			x		x	To ensure all parents have equal access to school information.	To insert paragraph from Single Equality Scheme offering any required adjustments needed to parents in all communication and on the web site.	Autumn term 2015	All Staff and Govs	All parents kept equally informed.	HT's report to GB.
x	x	x	x	x	x		To ensure that a diverse range of pupils are making a positive contribution to school life.	Ensure that all pupils given opportunity to make a positive contribution via School Council etc.	On-going	Staff	Representations within school represent a diverse range of pupils.	HT.

3. PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

						To meet the learning and developmental needs of all pupils.	Staff to share expertise and resources to enable all pupils to achieve their optimum success.	On-going.	All staff	That joint methods of working and sharing practice are developed.	Govs. SID committee.
	x					Staff trained in managing physical challenging behaviour.	Restraint and Physical intervention training arranged for all staff.	2015-2016	HT.	Challenging behaviour managed safely.	HT's report to GB.
	x			x	x	IEP targets fully reflect views of parents and pupils.	Involve pupils with SEND, and their parents, more when writing IEPs.	Termly	All staff	IEP targets focus more on desired outcomes.	SEN gov.
	x					To ensure the older part of the school building does not become a barrier for disabled learners and staff.	To review and update where appropriate the School Accessibility plan.	As required	HT & Govs	Building use meets all disabled stakeholders' needs.	Govs. Behaviour and Premises committee.

3. ELIMINATING DISCRIMINATION AND HARASSMENT

R	D	G	S O	A	R/ B	CC	Outcome	Actions	Timescale	Who ?	Success Criteria	Monitored by
x							To improve pupils' awareness and understanding of racism.	To use "Show Racism the Red Card" resources and activities as part of PSHE.	2015-2016	All staff	Racist incidents do not occur.	Govs. Behaviour and Premises committee.
			x				To investigate appropriate ways of raising pupils' awareness of different sexual orientation in an age appropriate manner.	To liaise with health, LA professionals and parents to consider this aspect of Sex and Relationships Education.	On-going.	HT.	Discussions have taken place and ways forward agreed with Parents' Working Group.	Govs. Behaviour and Premises committee.
x	x	x	x	x	x	x	To ensure that all staff are aware of procedures to report racist or homophobic bullying and bullying on basis of disability.	Staff meetings to raise awareness/remind staff of procedures.	Autumn term 2015	HT.	Procedures are followed and incidents reported appropriately.	Govs. Behaviour and Premises committee.
x	x	x	x	x	x	x	To ensure that the school's procedures for dealing with bullying/harassment are clear and known to all stakeholders.	Review anti-bullying policy, consult stakeholders and publish on website.	Autumn term 2015	HT & Govs	Policy is reviewed and procedures clearly understood by all.	HT's report to GB.